Dallam School

**Accessibility Plan
2023 - 2026**

Committee:	Risk, Audit & Finance Committee
Date of adoption:	02/10/2013
Date of next review:	Autumn Term 2026

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	02/10/2013
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Finance, Property & Audit Committee review	06/12/2016
4	SLT review	March 2020
5	MAT Board review and approval	24/09/2020
6	MAT Board review and approval	19/12/2023

This document will be reviewed every 3 years, in line with statutory guidance.

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APPENDIX A   Plan - Improving Access to Written Information

APPENDIX B   Plan - Improving Access to the Curriculum

1. **Introduction**

    The Equality Act 2010 replaced all previous equality legislation to provide a single, consolidated source of discrimination law, covering all the types of unlawful discrimination, removing anomalies and inconsistencies in existing legislation, and it extending the protection from discrimination in certain areas.

    The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

    There are some minor differences around disability in the new Act when compared with the previous legislation.

    - The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
    - Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test
    - Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally)
    - From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND

    It is unlawful to discriminate against a pupil because of something that is a consequence of their disability. A failure to treat a disabled pupil favourably could amount to:

    - Direct discrimination
    - Indirect discrimination
    - Discrimination arising from a disability
    - Harassment

    Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. **Definition of Disability**

    Under the Equality Act 2010 a person has a disability if:

    - they have a physical or mental impairment
    - the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

    For the purposes of the Act:

    - 'substantial' means more than minor or trivial
    - 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
    - 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

    People who have had a disability in the past that meets this definition are also protected by the Act.

    Progressive conditions considered to be a disability

    There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as:

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3.   **Reasonable Adjustments**

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4.   **Aims of the Accessibility Plan**

Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The Local Authority is required to have an Access Strategy.

At Dallam School we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils

Under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEND policy.

We strive to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

5.   **Key Objectives**

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability
- A commitment to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs
- A commitment to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion
- A commitment to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- To endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum, including setting suitable learning challenges, responding to a pupil's diverse learning needs, and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6.   **Contextual Information**

Dallam School is a co-educational, state boarding school located on the edge of the stunning Lake District World Heritage Site. The landscape reflects the personality of our school – a historic, safe and beautiful location with countless opportunities for learning, adventure and fun.

We pride ourselves on being one of only a few state boarding schools in the UK.

Our mix of students come from 40+ schools in the north of England plus international students; this gives Dallam School a unique international and inclusive culture where our students can build friendships across the region and the world.

The School, which currently has 996 students on roll (September 2023), converted to academy status in August 2011 and became part of the South Westmorland Multi Academy Trust in October 2016. It is a member of the South Lakes Federation, a partnership of schools who work together, pooling collective expertise and resources to enable them to meet the individual needs of all young people across the area.

The school is currently located on three main sites and an outlying playing field:

- Milnthorpe Campus – the main school site where all teaching and learning takes place
- Heversham Campus – the residential site for boarding
- Tristrams – an outlying pavilion and playing field used for major school sporting events and gatherings
- Leasgill Campus – former site of Heversham St Peters C of E Primary School and subject to future development

7. Development

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Our School:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life
- is committed to identifying and then removing barriers to disabled students in all aspects of school life
- values the individual and the contribution they make to all aspects of school life
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement
- will continue to focus on removing barriers in every area of the life of the school
- is committed to embracing equal opportunities for all members of the school community

7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- *The school has identified that we have, as at the start of the academic year 2023/24 the following number of students with medical conditions:*

Medical condition	Count of Medical Conditions (all)
Asthma	68
Asthma, Eczema	3
Asthma, Eczema, Eye condition, Food Allergy, Nut Allergy	1
Asthma, Eczema, Hayfever, Nut Allergy	1
Asthma, Eczema, Hayfever, Panic Attack/Anxiety	1
Asthma, Eczema, Nut Allergy	1
Asthma, Food Allergy	2
Asthma, Food Allergy, Hayfever	1
Asthma, General allergies	3

Asthma, General allergies, Nut Allergy		1
Asthma, Hayfever		2
Asthma, Hearing		1
Asthma, Nut Allergy		2
Asthma, Other		1
Asthma, Other, Panic Attack/Anxiety		1
Cerebal Palsy		2
Coeliac		3
Dermatitis		2
Diabetes		1
Diabetes Type 1		2
Eczema		5
Epilepsy		1
Eye condition		3
Food Allergy		4
Food Allergy, Tourettes		1
General allergies		4
Genetic Disorder		2
Genetic Disorder, Mobility issues		1
Hayfever		7
Hayfever, Panic Attack/Anxiety		1
Hearing		2
Heart Condition		3
Migranes		4
Migranes, Penicillin allergy		1
Nut Allergy		7
Other		2
Panic Attack/Anxiety		2
Penicillin allergy		4
Tourettes		1
Urinary condition		1
(blank)		
Grand Total		**155**

- *The school has identified that we have, as at the start of the academic year 2023/24 the following number of students with SEN:*

SEN	Count of SEN needs (All)
(1) Autistic Spectrum Condition	3
(1) Autistic Spectrum Condition NO FORMAL DOCUMENT	1
(1) Autistic Spectrum Disorder	9
(1) Autistic Spectrum Disorder No formal documant	1
(1) Autistic Spectrum Disorder, (2) Specific Learning Difficulty	2
(1) Hearing Impairment	2
(1) Moderate Learning Difficulty	9
(1) Moderate Learning Difficulty, (2) Social, Emotional and Mental Health, (3) Autistic Spectrum Disorder	1

(1) Moderate Learning Difficulty, (2) Social, Emotional and Mental Health, (3) Specific Learning Difficulty	1
(1) Moderate Learning Difficulty, (2) Specific Learning Difficulty	1
(1) No Specialist Assessment	2
(1) Physical Disability, (2) Autistic Spectrum Disorder, (3) Social, Emotional and Mental Health	1
(1) Social, Emotional and Mental Health	4
(1) Social, Emotional and Mental Health, (2) Specific Learning Difficulty	1
(1) Specific Learning Difficulty	46
(1) Specific Learning Difficulty, (2) Speech, Language or Communication Need	2
(1) Speech, Language or Communication Need	7
(1) Speech, Language or Communication Need, (2) Specific Learning Difficulty	3
(1) Speech, Language or Communication Need, (2) Specific Learning Difficulty, (3) Social, Emotional and Mental Health	1
(1) Vision Impairment	1
(1) Vision Impairment, (2) Hearing Impairment	1
ADHD	2
ASC	4
ASC ADHD	2
ASC NO DOCUMENTS	1
Autism Spectrum Condition NO FORMAL DOCUMENT	1
Education, helath Care Plan	1
Medical	1
MLD	1
SEMH	8
specific learning difficulty	1
SPLD	5
(blank)	
Grand Total	**126**

- *Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.*
- *15 No. students with a disability currently in feeder primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.*

The school identifies the following examples of our good practice:
- Students with SEND participate well in the life of the school and have opportunities to take part in a wide range of extra-curricular activities.
  They are well represented as prefects, in sports and wider curriculum opportunities in sport, drama and music clubs.
- Students with disabilities are able to access most areas of the school and all off site visits are made accessible through careful planning with staff. Visits and events are planned well in advance to account for the individual needs of students attending.
- Students with SEND have full access to the whole curriculum
- Students with medical needs are well-supported by school policies and practices. Staff have additional training where needed.
- Students with physical disabilities have good access to the site with ramps and lifts.

The school acknowledges the following as areas for improvement:
- School staff could have better knowledge of equalities legislation
- School policies could be more specific in their practices with regards to students with SEND
- The way in which information is provided for disabled students and parents/carers with disabilities could be made more accessible.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive
- improve the information dissemination from our Learning Support Department
- implement a system that allows parents to inform us if they themselves have a disability
- identify early on in their school career any obstacles to the effective learning of disabled students
- use all available data to inform the planning of individual student learning patterns
- use information supplied via previous Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community
- our annual development plan takes into account the needs of our diverse school population as well as the needs of its wider community

7.3 Views of those Consulted during the development of the Plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the Local Authority Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here
- consult the full MAT Board and SEND local advisor
- consult staff including specifically SENCO, Heads of Faculty, Heads of Year and the Health and Safety Committee
- set up a structure to allow the views of students, both able and disabled to be taken into account
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey
- involve outside agencies who already exist to assist disabled students in their education and future careers
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders

8. Scope of the Plan

At Dallam School, we recognise that a proportion of our students have Special Educational Needs and/or Disabilities (SEND). We are committed to ensuring that they have full and equal access to our broad and balanced curriculum (equity of educational experience for all learners) and are enabled to reach their full potential, leaving us well prepared for their next stage in education and beyond.

It is important that students with SEND can thrive within the learning environment, that they feel well supported by reasonable adjustments to support their special educational needs. We recognise these needs sit within the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Special educational needs

Our starting point is to guarantee a whole school approach to providing for the needs of children with SEND; it is everyone's responsibility. We make sure that all staff have the knowledge and skills to support all students. Our SEND strategy is developed and led through our senior leadership team and our teaching and support teams engage with continually professional development, understanding the latest evidence-based research into adaptive teaching. Our strategy captures the principles of the SEND

Code of Practice:

 At Dallam, we are proud of our diversity. We believe that everyone, regardless of faith, ability, gender, ethnicity, background or circumstance is valued and nurtured: Learning for all, learning for life. We have high ambitions and set stretching targets for all students and make use of tracking to monitor their progress. This enables us to identify different provision that may need to be made for SEND students in order to promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Working with parents

We are committed to working with parents to understand the needs and personalities of students with SEND. You know your child best and teamed with the knowledge and experience of our SEND team we can find the best approach together to enable your child to get the best out of their school years – both academically and socially. To ensure a smooth transition for students with SEN joining Dallam School in Year 7 we will get to know them before they arrive by:

- introducing ourselves to your child during visits to the school as part of our transition process meeting with the SEND team at their primary school giving parents the opportunity to speak to us to give us the fullest picture of their child.

Our SEND Team

Mrs Nelson, our SENCO is supported by a dedicated and enthusiastic team of 14 members of staff, and Mr Watson, the member of our Senior Staff with responsibility for SEND. Our SEND team and the additional spaces they use for supporting our SEND students when out of the classroom, are located in the heart of the main school. The SEND team work closely with a range of agencies to ensure we are using the most up-to-date SEND support methods in the following areas:

- educational psychology
- family support
- mental health
- physical disability support
- sensory impairment support
- speech and language therapy.

Identifying needs and delivering SEND provision

The excellent pastoral care at Dallam School means we can identify students that could benefit from additional support that may not have been previously identified.   Once needs have been identified and discussed with parents, we have a range of interventions that we can put into place to support students with their studies, confidence, wellbeing and social development.

We have a dedicated suite of three classroom and social spaces that are designed to help support and nurture young people, providing a safe and stimulating environment that can be catered to student's needs. Our support is personalized for each student, with detailed support plans drawn up in collaboration with parents and carers and the local authority to meet the needs of our students. For students without EHCP plans, we support in class using strategy sheets for staff to enable a productive and bespoke learning plan for students. Social skills groups and English and Mathematics functional skills can be accessed via the expertise of our TA team and Teaching staff. We ensure that all our clubs and events in school are accessible and ensure that trips and outside-of-school activities have a presence from the SEND team.

Students are at the heart of everything we do, and we seek feedback on wellbeing and educational provision regularly, using this to improve what we can offer for students. The Governing Body will support the Headteacher and staff to enhance teaching and learning opportunities for all those in the school community with disabilities. Including:

- consideration of whole-school/setting ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks
- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
- consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments
- consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted
- identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported
- identifying pupil peer support mechanisms and the ways that the school/setting has ensured pupils have a voice in decisions that affect them
- taking action to ensure that disabled members of the school/setting community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education
- enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities

The school SENCO in addition to working with the Headteacher and school staff will:
- access and arrange appropriate staff training as required by staff and students (identified through audit, advice from professional colleagues in other services, parents/carers and young people) in order to better understand the needs of students with a range of disabilities.
- Be responsible for the dissemination of key information to enable appropriate support for students
- Identify how classroom support arrangement, such as deployment of TAs, provision of ICT, contribute and enhance learning opportunities
- Consider how liaison and communication with external agencies has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted
- Take action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievements
- Enhance the positive culture and ethos of the school by undertaking quality marks to improve the schools' ability to include those with disabilities.

8.1   Increasing the extent to which disabled pupils can participate in the school/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team

We plan to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Our values at Dallam ensure that we cater for every student and have wide expertise in all aspects of SEND ensuring success for all. We collaborate with other schools and agencies regularly alongside our work with the local authority to provide high-quality care and academic rigor for those students with SEND needs.

8.2   Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services

Current levels of accessibility across the school's sites are as follows:

Milnthorpe Campus

Accessibility

- All ground floor classrooms on the Milnthorpe site are accessible except Humanities rooms 14/15, 16/ ICT 17, 28, 29
- All new buildings (since 1997) comply with or surpass DDA regulations
- Access is possible to Maths rooms 23, 24, 25 but this would necessitate a lengthy journey via the dining hall & use of the lift to the upper level
- Yellow nosing fitted to steps outside English and Science Blocks

Toilet facilities for the less-abled

- There is a hoist, changing bed, shower & closimat toilet available in the main school building at Milnthorpe
- Sports Centre facilities include 1 less-abled toilet and 1 less-abled changing room with changing bed & shower
- Language, English, Art, sixth form & Science buildings have less-abled toilets with access
- Upgrades to the existing male and female toilets have enhanced the physical environment for students with disabilities and special educational needs by including:

a) non-slip flooring
b) matt, colour contrasted and non-reflective floors, walls, doors and ceilings
c) door furniture, locks and light switches designed and installed to be easily gripped and operated
d) sensor taps to help people with limited dexterity, grip and strength
e) sufficient space in the cubicle for ambulant disabled people to manoeuvre
f) increased lighting levels using high frequency electronic ballasts suitable for blind and partially sighted people

Heversham Campus

Accessibility

- Sports Hall, changing rooms, including toilet facilities for less-abled
- Big School
- Alex Hall Block including toilet facilities for less-abled
- Main Boarding house, front reception, Founders Room, library, music room, dining hall via two access points
- Whitbarrow Hall 50 bedroom accommodation block meets all current building regulations and DDA requirements including access to all floors including 3 designated disabled access bedrooms (one per floor)
- Whitbarrow Hall extension 8 bedroom accommodation which meets all current building regulations and DDA requirements including access to all floors including 2 designated disabled access bedrooms (one per floor)
- Accessible door systems at Heversham site - Addition of door operation systems to Whitbarrow Hall and Old Boarding House – completed July 2013
- Ramp (1) - Ramp access to Old Boarding House Reception – completed July 2013
- Ramp (2) - Ramp access and new entrance to Old Boarding House dining hall – completed July 2013
- Yellow nosing fitted to steps outside Alex Hall block and external metal spiral staircase

Toilet facilities for the less-abled

- There are 3 toilet facilities for the less-abled at Heversham located in Alex Hall, Sports Hall, and one in the main Boarding House accessed via disabled ramps located at the rear entrance to the dining hall or front reception

<u>Tristrams Pavilion</u>

Accessibility
- Disabled parking space
- Disabled access to the building

Toilet facilities for the less-abled
- Disabled toilet, changing room and shower

In addition the school has a 17 seater minibus with a rear tailgate lift and removable seats to accommodate wheelchair access.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

We will also consider ICT equipment, enlarged computer screens and keyboards, concept key boards, switches and portable aids for children with motor coordination and poor hand/eye skills.

We will undertake an audit of the signage around school to ensure that it is accessible to all.

8.3   Improving the delivery to disabled pupils of information that is provided in writing

We will strive to:

- produce all school literature at the correct font size to help visually impaired students
- investigate alternative ways of providing access to information, software and activities
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site

The school plans to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

8.4 Financial Planning and Control

The Senior Leadership Team will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. Implementation

9.1 Management, Coordination and Implementation

Our Leadership Team will produce, review and monitor the accessibility plan on a regular basis. Access to the school, to education and to the curriculum will form part of the school's overall Self-Evaluation and Improvement Planning. This information is shared with, and challenged by, the local advisory committee and we have a dedicated SEND local advisor.

We recognise that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will review:

- success in meeting identified targets
- changes in physical accessibility of school/setting buildings
- student voice feedback
- increased levels of achievement for students with disabilities

We will undertake a disability audit using a cross section of our staff, students and parents. Signs that our accessibility plan is successful will include:
- completed training and awareness opportunities for staff, trustees, local advisors, parents/carers on issues regarding equality and inclusion
- completed targeted training for specific groups of students or staff
- collaboration and the sharing of good practice – particularly with our peers in the South Lakes Federation of schools
- specific support and advice from outside the school, from services, other agencies and organisations
- awareness of all the support services that provide advice to schools and staff

The three year plan will be made available on the school website.

10. Related Policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy
- Off-Site Visits Procedures
- Behaviour Policy

- School Improvement Plan
- School Complaints Policy

ACCESSIBILITY PLAN 2023 – 2026					
IMPROVING ACCESS TO WRITTEN INFORMATION					
Target	**Strategy**	**Outcome**	**Timeframe**	**Achievement**	**Date Complete**
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes		Delivery of information to disabled pupils improved	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all		Delivery of school information to parents and the local community improved	
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.		Parental opinion is surveyed and action taken appropriately.	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all		Delivery of school information to pupils & parents with visual difficulties improved.	
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised		School is more effective in meeting the needs of pupils.	
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.		The school is able to move forward with electronic reporting to parents.	

ACCESSIBILITY PLAN 2023 – 2026					
IMPROVING ACCESS TO THE CURRICULUM					
Target	**Strategy**	**Outcome**	**Timeframe**	**Achievement**	**Date Complete**
Revised training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing-impaired child.	All staff have clear understanding of the needs of hearing-impaired children and how to ensure the curriculum is fully accessible to them.		Hearing impaired child is successfully included in all aspects of school life.	
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.		Children with ASD are successfully included in all aspects of school life.	
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements		Increase in access to all school activities for all disabled pupils	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils		Increase in access to the National Curriculum	
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access		Society will benefit by a more inclusive school and social environment	
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.		Children who need individual adult support to participate in some activities have access to this support.	